

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Rancho Mirage High School
<b>Address</b>	31001 Rattler Rd Rancho Mirage, CA 92270
<b>County-District-School (CDS) Code</b>	054702
<b>Principal</b>	Brian Hendra
<b>District Name</b>	Palm Springs Unified School District
<b>SPSA Revision Date</b>	7/1/2025-6/30/2026
<b>Schoolsite Council (SSC) Approval Date</b>	05/15/2025
<b>Local Board Approval Date</b>	06/24/2025

This certifies that updates to my SPSA are completed

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

The mission of Rancho Mirage High School is to provide a high-quality, comprehensive, and meaningful education for all students. Each student will be expected to succeed within the bounds of their abilities and chosen educational and career goals. Each student will be treated as an individual, given the tools and support to be a lifelong learner, and taught to function as a member of a group and as a productive and meaningful member of society.

The vision for Rancho Mirage High School is guided by the Palm Springs Unified School District Belief Statements and includes students, parents, the community, school staff and school leadership.

## Students

RMHS expects all students to work toward graduation and successfully transition to college or career. All students are welcomed into a school culture that encourages individuality and expects extra/co-curricular participation in order to foster a sense of belonging. By participating in this educational community, students acquire knowledge, skills, and attitudes that will serve them today and in the future.

## Parents and Community

RMHS is a working partnership of students, parents, staff and community members who effectively communicate to meet the educational needs of its students.

## School

RMHS provides students with a safe and secure learning environment characterized by responsible, respectful, and ethical behavior by the entire school community.

## Staff and School Leadership

RMHS is a professional learning community that ensures that all students learn at high levels through a collaborative culture and an ambitious vision for student success.

# School Profile

Rancho Mirage High School opened in September 2013 and serves students from Rancho Mirage, Palm Desert, Thousand Palms, and Cathedral City. As a result of the PSUSD open enrollment policy, students also attend from other neighboring communities. The school is situated on a 64-acre site and serves approximately 1400 students in grades nine through twelve. Approximately one hundred and twenty faculty and staff members serve an ethnically diverse student population which includes: 64% Hispanic, 18% white, 9% Filipino, 5% African-American, and 4% other.

Rancho Mirage High School, home of the Rattlers, is committed to the pursuit of academic excellence by providing diverse educational opportunities that include: career technical education, college prep, and advanced placement offerings. All students receive a strong academic curriculum with an emphasis on career and college readiness. Students may challenge a more rigorous course of study by enrolling in Honors or Advanced Placement classes. Students may also pursue their interests in the performing arts, world languages, sports, and other club programs. Additionally, students may choose Culinary Arts or Automotive Technology as a Career Technical Education academy or Technical Theater as a CTE focused pathway. We also offer a thriving Advancement Via Individual Determination (AVID) program to first generation college-bound students.

Rancho Mirage High School Leadership Team meets monthly and reports on grade and content level collaboration work. Lead teacher collaboration involves representatives from each district high school, along with an administrative designee and a district office administrator to monitor the implementation of this work. Staff development is planned to meet the needs of English Learners and Special Education students along with data analysis and evaluation through Professional Learning Communities. Additionally, staff development is occurring for AP classes, ELD strategies, and AVID strategies which support students' language development and helps to create a college-going climate.

Rancho Mirage High School teaches standards-aligned, state-adopted curriculum through the use of curriculum guides that have been cooperatively developed by district high school teachers and PSUSD office personnel. In addition, instructional practices are guided by; STAR tests, short cycle assessments, developing regulations and procedures that are in line with the Education Code and California Department of Education guidelines.

In addition to mainstreaming special education students in CP and honors classes, special education instruction may also occur within a collaborative service delivery model that reflects content and performance standards and ensures

access to the core curriculum for all students. Identified special education services are delivered through: pull out programs, within the regular education classes through paraprofessional support, and/or consultation from special education personnel. The materials utilized for the collaboration model are purchased jointly through the special education department and site funds. RMHS also services Special Education students in the Functional Life Skills program for those in need of intensive interventions.

Parent involvement and training is essential and student goal setting is included in the after school meetings with parents as well as through the Back to School Nights. Parents are informed on how they can be involved in helping to address the improvement of student academic achievement, and finally, the district also provides information to parents about how they can transfer their child to another school, should the parent feel the desire to do so. Parent communication has increased through the use of ParentSquare.

The School Plan for Student Achievement (SPSA) is updated annually by the Rancho Mirage High School Site Council (SSC). The RMHS Leadership Team will evaluate the effectiveness of our SPSA shortly after state and federal assessments are released and our SSC and other leadership groups have had the opportunity to review student achievement data. Monitoring comments will be added to our SPSA throughout the year. Revisions to our SPSA, and subsequent Board Approval, will occur if there are substantial budget and/or material changes during the school year.

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

☒ Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Rancho Mirage High School Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon results from a schoolwide comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the CA School Dashboard and CDE DataQuest. Other district and school data, including interim and common formative assessment results, are utilized to measure and monitor student progress throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input is solicited from educational partners, including school advisory committees such as the ELAC and School Leadership Team. The Rancho Mirage High School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

## Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

SSC Election Dates and Results:

Parent/community member

Cynthia Torres and Michelle McMullen (parent) will continue to serve their 2nd year on the SSC.

There was one open Parent/Community member position for this year. On August 15, 2024, a nomination form was emailed to all parents of RMHS students as well as posted on the school website.

The following nominations were received:

Ana Lazarski

Perla Juarez

On August 26, 2024 a ballot listing the above names as well as a line for write-in candidates was distributed through email as well as posted on the school website.

Voting closed on August 30, 2024.

Ana Lazarski was invited to serve as a Parent/Community member.

Teacher/certificated staff

The following staff will continue to serve this year:

Teacher: Marginia Orantes, Jorge Jimenez, Caesar Hernandez

There was one open Teacher position and one open Other Staff position.

On Monday, August 15, 2024 a nomination Google Form was emailed to all staff stating the open positions, the expectations of the position, and requesting nominations.

The following teacher nominations were received:

Rich Rundhaug

Taylor Sandoval

The following Other Staff nominations were received:

None

On August 26, 2024, a ballot listing the above names as well as a line for a write-in candidate was distributed to all RMHS staff using Google Forms. The voting closed at the end of the school day on August 30, 2024.

The results were as follows:

Rich Rundhaug--13 votes

Taylor Sandoval--25 votes

Taylor was invited to serve as Certificated members.

For Other Staff:

Cecilia Valdez--3 write in votes

Yvonne Henderson--1 write in vote

Gloria Avila -- 1 write in vote

Cecilia Valdez was invited to serve as an Other Staff member.

Students

Three student seats were available for this year.

On Monday, August 15, 2024 a nomination Google Form was emailed to all students stating the open positions, the expectations of the position, and requesting nominations.

The following nominations were received:

Sandra Alverdin

Viandi Campos

Abidin Jr. V. Demir

Philip Gonzales

Jayla Hall

Desiree Harper-Ruff

Jamailah Jannaiah Jamora

Kimberly Lara Chavez

Adrian Mercado

Melissa Molina

Davian Morales

Sarah O'Campo

Blanca Ramirez

Melina Sanchez  
Zyearie Scott

On August 26, 2024, a ballot listing the above names as well as a line for a write-in candidate was distributed to all RMHS students using Google Forms. The voting closed at the end of the school day on August 30, 2024.

The results were as follows:

Sandra Alverdin--9 votes  
Viandi Campos--10 votes  
Abidin Jr. V. Demir--5 votes  
Philip Gonzales--20 votes  
Jayla Hall--20 votes  
Desiree Harper-Ruff--2 votes  
Jamailah Jannaiah Jamora--10 votes  
Kimberly Lara Chavez--7 votes  
Adrian Mercado--2 votes  
Melissa Molina--5 votes  
Davian Morales--4 votes  
Sarah O'Campo--36 votes  
Blanca Ramirez--15 votes  
Melina Sanchez--9 votes  
Zyearie Scott--1 vote

Sarah O'Campo, Jayla Hall, and Philip Gonzales were invited to join as Student SSC members.

#### ELAC representatives

- Dr. Omier, Assistant Principal, reached out to the Spanish-speaking parents to identify those interested in participating in the school's ELAC committee and SSC. Rosalba De Leon, Linda Ponce, Erica Becerra, Erika Leon Torres, and Chirlin Sandoval compose this year's ELAC. Rosalba De Leon will serve as the ELAC rep on SSC and the DELAC representative. Linda Ponce will serve as alternate for DELAC.

#### SSC Meeting Dates and Topics

September 11, 2024: SSC Training

October 2, 2024 Review of by-laws, data review, review of SPSA budget allocations, gathering of input from ELAC--needs assessment review

November 6, 2024 Information regarding Attendance and monitoring of the SPSA was provided

February 5, 2025: SPSA monitoring, discussion of ideas to address student needs,

March 12, 2025: Discussion of budget proposals with input provided by the ELAC and approval of SPSA budget for 2025-2026

April 30, 2025 Planning for next year

#### Leadership Team Meetings

November 5, 2024, December 3, 2024, January 14, 2025, February 14 2025, March 11, 2025, May 6, 2025:

The leadership team contributed to the SPSA by providing input across multiple operational and instructional areas during their departmental discussions. Administrative updates included reminders to maintain proper documentation (agendas, minutes, sign-ins) in shared folders, clarify expectations for student referrals, and report dress code concerns. Upcoming PD dates and a UDL site visit were noted, emphasizing a continued focus on equity and wellness. Facilities and athletics input highlighted concerns about restroom access, passing periods, and the need for timely work orders. The curriculum team addressed key academic dates such as the PSAT/ASVAB, AP test sign-ups, and monitoring of at-risk seniors, while also promoting improved communication through email and Google Classroom updates. Student Services stressed emergency preparedness, tracking high attendance rates (95.13%), and initiatives like attendance certificates and the upcoming college fair. CAASPP and interim assessments were also noted. Counseling, MTSS, ASB/PLUS, and the Media Center teams also engaged in these conversations, supporting comprehensive planning for student success and well-being.

#### English Learner Advisory Committee Meeting Dates and Topics:

August 28, 2024: Committee goals and objectives, voting for officers, resources for parents and students, report on SSC items.

November 13, 2024: Parent resource information for SEL, ELPAC discussion, report on SSC items.

February 5, 2025: Review of Needs Assessment, ELPAC exam and R-FEP criteria, school information including SPSA input. Input was taken and influenced the development and changes of the SSPA intentionally with open up language to ensure stakeholders were able to access resources. Our ELAC representative also spoke to what resources could be focused on for EL students.

April 28, 2025: Review of LCAP, site information, including response to SPSA, testing and Summer School Review

Based on the evaluation of the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section), district benchmarks, ELAC input, Leadership Team input and Panorama Survey Input, the SSC recommended the following revisions to the SPSA:

- Provide funding for staff professional development related to classroom management/student engagement, leadership development, and co-teacher training.
- Provide funding for additional tutoring opportunities through tutoring opportunities for all students and focusing on our English language learners.
- Provide funding for technology to directly support students in the classroom with a focus on EL student needs.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Rancho Mirage High School has been identified for ATSI for our suspension rates for our homeless students and students with disabilities. This data was considered throughout the process of resource allocation to ensure additional support for these students.

All students have access to tutoring in all subjects, each student has a Chromebook provided by the district, and all students have access to teachers who have been trained in AVID strategies which are a schoolwide focus on Writing, Inquiry, Reading, Collaboration, and Rigor (WICOR). Additionally, all teachers have been trained in Universal Design for Learning (UDL) strategies and implementation in the classroom has begun.

An area of inequity identified by our Needs Assessment was for our English Learner students based on the 2024 CA School Dashboard results. English Learners scored 100.6 points below standard while All students scored 0.9 points above standard. Additionally, English learners scored 178.7 points below standard while All students scored 102.7 points below standard. The graduation rate for English Learners increased to 93%, narrowing the gap with the All Students graduation rate of 96.1%. This reflects a 9.6% improvement from last year's data. However, 2024–2025 STAR test results continue to show achievement gaps for EL students in both reading and mathematics.

In Goal 1 of our 2024-2025 plan, we are addressing this inequity through two specific actions to support our English Language Learners:

- ELD classroom teacher for four (4) periods and one (1) class period devoted to coaching all staff on ELD needs and supports.
- Two bilingual paraprofessionals to support students in class, during tutoring, and in collaboration with the ELD teacher's coaching period.

Our suspension data shows a rate for the 2022-2023 school year of 12.8% for All students with a 13.1% rate for English Learners, 17.2% rate for Homeless students and a 21.3% rate for Students with Disabilities. The suspension data for our Homeless and Students with Disabilities are the contributing factors in our ATSI status.

District end-of-year suspension data shows that for 2023-2024, the suspension rate was 9.8% which is a significant decline for all students. Despite a 0.9% decline in suspensions for Students with Disabilities, they continue to be disproportionately suspended compared to All Students. Suspensions for Homeless students declined by 8.9%, which is lower than the All Students suspension rate. This remains an area of focus and will be addressed through staff professional development and enhanced student engagement strategies.

In Goal 1, Goal 2, and Goal 3 of our 2024-2025 plan, we are addressing this inequity through three specific items:

- Staff professional development in classroom management and student engagement strategies.
- Professional development for leadership team



--Co-teacher training for math intervention teachers, math teachers, special education teachers, and general education teachers. The training will focus on ways to support Students with Disabilities who participate in inclusion classes.  
--AVID training for staff  
--Professional development for teachers in UDL strategies to offer support for all students with a focus on Homeless students and Students with Disabilities.

## Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, and foster youth have led to improved performance for these students.

## Reflections: Success

The graduation rate for the class of 2024 was 96.1%. English Learner students had a graduation rate of 93%, which was an increase from 83.3% in 2023. Hispanic students had a 96.1% graduation rate, which was an increase of 2.1%. Socioeconomically disadvantaged students had a 96.2% graduation rate, which was an increase of 1%. Each of these groups increased and remains higher than the state's graduation rate of 86.7% over All students.

On this year's STAR assessments, 11th grade ELA students have consistently shown growth in meeting or exceeding the standard. According to these results 48.2% of 11th grade students may receive a score of meets or exceeds the standard on the State CAASPP. Unofficial CAASPP data for 2024 shows that 52% of students met or exceeded the standard for ELA.

On this year's STAR assessments, 11th grade Math students have consistently shown growth in meeting or exceeding the standard. According to these results 13.6% of 11th grade students may receive a score of meets or exceeds the standard on the State CAASPP. Unofficial CAASPP data for 2024 shows that 17% of students met or exceeded the standard for Math.

Supporting Actions: Some factors that support the high graduation rate include support for credit recovery classes, summer school classes, math support classes, and after-school tutoring.

ELA teachers continued their work with Solution Tree building on common assessments and curriculum maps.

The Integrated Math I intervention team of three teachers and IM II intervention teacher continued to support students through push-in and pull-out interventions. All math teachers participated in three days of collaboration with Irvine Math Project to focus on engaging instructional strategies.

Social Studies teachers participated in three collaboration sessions with Solution Tree to begin creating a common curriculum map.

Referring to the California School Dashboard, identify: (a) any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators AND (b) identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these areas of low performance and performance gaps?

## Reflections: Identified Need

**ELA Indicator**--The Fall 2024 California School Dashboard reported that English Language Learners scored in the red performance level in ELA. The performance gap is two levels below the overall school result indicating a need for ongoing support. This performance gap continues to be reflected in the STAR Reading data with EL students projected to meet or exceed standard on the CAASPP at a rate of 42.4% lower than the All Students group.

**Math Indicator**--The Fall 2024 California School Dashboard reported that English Language Learners scored in the orange performance level. The performance gap is one level below the overall school result indicating a need for ongoing support. Though there was improvement more improvement is needed. This performance gap continues to be reflected in the STAR Math data with EL students projected to meet or exceed standard on the CAASPP at a rate of 13.7% lower than the All Students group.

**Suspension Rate Indicator**--The Fall 2024` California School Dashboard reported that All students have a very high suspension rate of 12.8%. Three subgroups in particular have the highest rates: Homeless students with 17.2%, Students with Disabilities with 21.3%, and African American with 31.6%. A root cause analysis was conducted for each of these subgroups using the 5 Why's protocol. Suggestions to decrease suspension rates are related to increasing student connectedness to school and student engagement in the classroom. This will be supported through various activities supported with LCAP funding.

Unofficial CAASPP data shows no growth in ELA with 52% of students meeting or exceeding the standard. Math CAASPP data shows a decline of 2% to 17% of students meeting or exceeding the standard.

District data shows a decline to 10.3% suspension rate, but work still needs to be done to decrease the suspension rate of our Students with disabilities.

### Supporting Actions:

A continued school wide focus on reading and writing across the curriculum will support students' growth in English Language Arts. Additionally, the use of AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies will help students improve in all academic areas. Curriculum for English as well as the program/pathway for English Language Learners was introduced in the fall of 2017. We continue to support our teachers with professional development and planning/collaboration time to allow them to fully access all of the scaffolds and extensions available with StudySync. Throughout the 2024/2025 school year, the ELA department participated in workshops and coaching days with a trainer from Solution Tree. The focus of these days was on curriculum alignment and instructional mapping. The site plans to continue to offer additional planning and collaboration time for ELA teachers as we address student needs in ELA. Additionally, the ELA department received an Anderson Grant to support classroom libraries. Each teacher now provides students with 10 minutes of silent reading daily to increase vocabulary development and language acquisition.

To support improvement in mathematics, we will continue to provide professional development for all teachers related to the Carnegie mathematics curriculum. However, there will be newly adopted curriculum for 2024-2025 where teachers will receive training and support for implementation. Additionally, our math department staff participated in workshop and coaching days with the Irvine Math Project. The focus of these days was on instructional strategies and student engagement. We also offer tutoring specifically focused on supporting students' math needs. Cross-curricular collaboration with science and math and within CTE academies will also address the performance gaps in math. We will continue to offer additional planning and collaboration time for all math teachers to help them create vertical and horizontal alignment to standards and address student learning needs. Starting in the 2021-2022 school year, the district provided an addition math teacher to provide support for all Integrated Math I classes. As a result of the successful pass rate due, in part, to the added support, we added an additional Math teacher to support the IM II students in 2024-2025. For the 2024-2025 school year, we are altering back to only having one teacher for support..

MTSS coach and Wellness Center were added to the campus in the fall of 2023. Both of these additions work to support SEL needs of students as well as to increase academics. The Dean and MTSS Coach have also provided professional development to staff on Restorative Practices and offer regular classroom support to teachers. We see the increase in attendance rates and increase in our student Panorama data to see the effectiveness of this strategy.

In reviewing data from semester one, our students continue to need additional support in mathematics. To address these needs, we will continue to support student learning through funding the teacher for the Math Lab after school. Additionally, professional development was provided to all general education and special education math teachers prior to the start of the 24-25 school year on co-teaching strategies. These strategies will allow the intervention teachers to provide greater support to students in the classroom with a focus on supporting Homeless students and Students with Disabilities.

To increase our A-G rate, graduation rate, and CCI metrics, we plan to continue to fund an AP Scholar Lab. The lab will provide tutoring support and guidance to students in Honors and AP classes to ensure student success and increase access to these programs. We now plan on expanding to ensure we are servicing our English Learners and our College Prep classes also.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.60%	0.6%	0.68%	9	9	10
African American	2.51%	2.35%	1.98%	38	35	29
Asian	0.73%	0.6%	0.68%	11	9	10
Filipino	2.98%	2.82%	2.80%	45	42	41
Hispanic/Latino	79.70%	81.42%	82.45%	1205	1214	1207
Pacific Islander	0.07%	0.13%	0.20%	1	2	3
White	11.04%	9.32%	8.81%	167	139	129
Multiple/No Response	2.38%	2.75%	2.39%	36	41	35
Total Enrollment				1512	1491	1464

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	382	419	373
Grade 10	421	396	386
Grade 11	357	379	350
Grade 12	352	297	355
Total Enrollment	1,512	1,491	1,464

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	262	279	278	15.70%	17.3%	19.0%
Fluent English Proficient (FEP)	561	538	552	36.70%	37.1%	37.7%
Reclassified Fluent English Proficient (RFEP)				8.4%		

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,464	95.7%	19%	0.4%
Total Number of Students enrolled in Rancho Mirage High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	278	19%
Foster Youth	6	0.4%
Homeless	126	8.6%
Socioeconomically Disadvantaged	1,401	95.7%
Students with Disabilities	160	10.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	2%
American Indian	10	0.7%
Asian	10	0.7%
Filipino	41	2.8%
Hispanic	1,207	82.4%
Two or More Races	35	2.4%
Pacific Islander	3	0.2%
White	129	8.8%

### Conclusions based on this data:

1. The majority of students at RMHS are considered socioeconomically disadvantaged.

2. The homeless and students with disabilities populations continue to grow.
3. The English learner, Filipino, and Hispanic populations also continue to increase.

# School and Student Performance Data

## Overall Performance







The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Yellow</p></div>	<div>Graduation Rate</div> <div><p>Blue</p></div>	<div>Suspension Rate</div> <div><p>Yellow</p></div>
<div>Mathematics</div> <div><p>Yellow</p></div>		
<div>English Learner Progress</div> <div><p>Yellow</p></div>		
<div>College/Career</div> <div><p>Yellow</p></div>		



**Conclusions based on this data:**

1. While we did see an increase in Math data, performance on the CAASPP exam for mathematics remains low for all students which is a continuing area of focus.
2. Suspension rates for all students decreased significantly compared to last year's data.
3. English Learner Progress is low, but we are making steady growth and will continue to be an area of focus.

# School and Student Performance Data

## Academic Performance English Language Arts

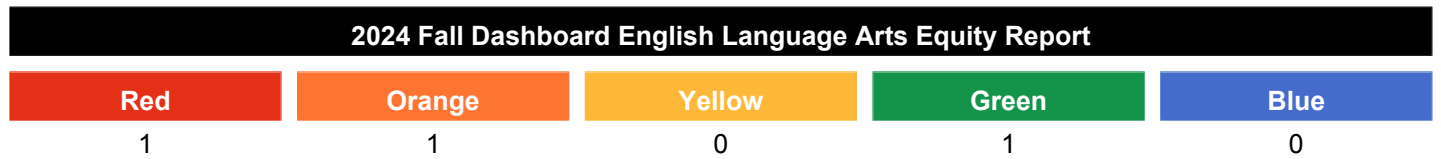
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>0.9 points above standard</div> <div>Maintained 2.7 points</div> <div>309 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>100.6 points below standard</div> <div>Declined 7.1 points</div> <div>65 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Orange</div> <div>101.2 points below standard</div> <div>Increased 14.6 points</div> <div>47 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>26.0 points below standard</div> <div>Increased 19.6 points</div> <div>18 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>3.0 points above standard</div> <div>Increased 6.4 points</div> <div>299 Students</div>

<b>Students with Disabilities</b>  No Performance Color 134.5 points below standard Declined 18.2 points 27 Students	<b>African American</b>  No Performance Color Less than 11 Students 7 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 1 Student
<b>Asian</b>  No Performance Color Less than 11 Students 4 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 10 Students	<b>Hispanic</b>  Orange 8.4 points below standard Maintained 0.9 points 260 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 3 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 69.7 points above standard Increased 29.8 points 24 Students

**Conclusions based on this data:**

1. English Learners scored very low with 100.6 points below standard, which is significantly lower than All students, who scored 0.9 points above standard.
2. Hispanic students scored 8.4 points below standard, which is lower than All students who scored 0.9 points above standard.
3. Socioeconomically disadvantaged students scored high with 3.0 points above standard which is higher than All students who scored 0.9 points above standard.

# School and Student Performance Data

## Academic Performance Mathematics

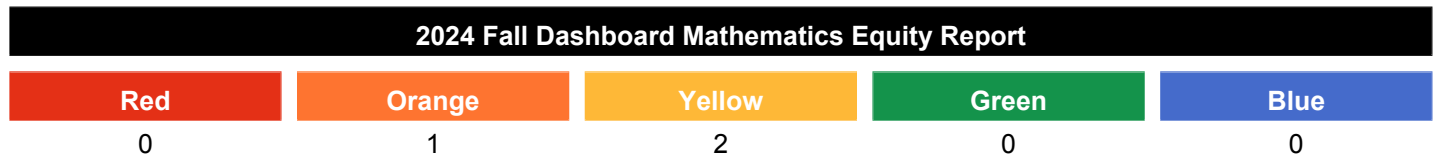
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>102.7 points below standard</div> <div>Increased 11.4 points</div> <div>310 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>178.7 points below standard</div> <div>Increased 4.3 points</div> <div>66 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Orange</div> <div>192.4 points below standard</div> <div>Increased 17.7 points</div> <div>47 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>143.0 points below standard</div> <div>Declined 15.3 points</div> <div>18 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>100.2 points below standard</div> <div>Increased 14.2 points</div> <div>299 Students</div>

<b>Students with Disabilities</b>  No Performance Color 213.8 points below standard Declined 14.9 points 27 Students	<b>African American</b>  No Performance Color Less than 11 Students 7 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 1 Student
<b>Asian</b>  No Performance Color Less than 11 Students 4 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 10 Students	<b>Hispanic</b>  Yellow 111.0 points below standard Increased 10.4 points 261 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 3 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 40.8 points below standard Increased 24.2 points 24 Students

**Conclusions based on this data:**

1. All students scored in the medium range with 102.7 points below standard.
2. English Learners scored in low range 178.7 points below standard.
3. Hispanic students scored in the medium range with 111.0 points below standard.

# School and Student Performance Data



## Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 Yellow
38.7% making progress.	41.5% making progress.
Number Students: 230 Students	Number Students: 188 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.6%	37.8%	0.4%	37.4%

### Conclusions based on this data:

- English Learners saw improvement with a jump to medium range with 38.7 % of students making progress towards English language proficiency.
- 22.6% of English learners decreased one ELPI level.
- 37.4% of English Learners progressed by one ELPI level.

# School and Student Performance Data

## Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

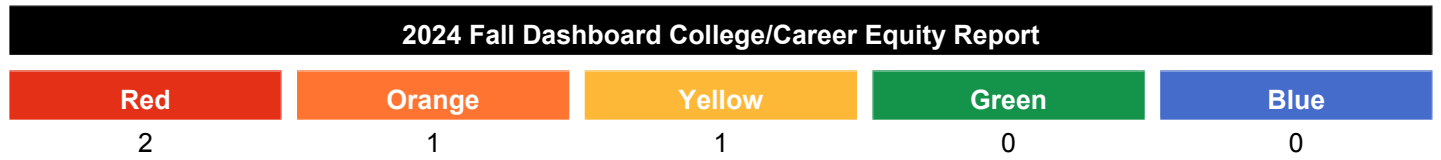
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>43.6 Prepared</div> <div>Maintained 0.5</div> <div>358 Students</div>	<div>English Learners</div> <div> Red</div> <div>8.5 Prepared</div> <div>Declined 6.1</div> <div>71 Students</div>	<div>Long-Term English Learners</div> <div> Red</div> <div>7.5 Prepared</div> <div>Declined 8.1</div> <div>53 Students</div>
<div>Foster Youth</div> <div> No Performance Color Less than 11 Students 0</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>23.5 Prepared</div> <div>Maintained 0.6</div> <div>34 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>43.9 Prepared</div> <div>Maintained 0.6</div> <div>346 Students</div>

<b>Students with Disabilities</b>  No Performance Color 6.7 Prepared Declined 7.6 45 Students	<b>African American</b>  No Performance Color Less than 11 Students 0 8 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 0 4 Students
<b>Asian</b>  No Performance Color Less than 11 Students 0 2 Students	<b>Filipino</b>  No Performance Color 45.5 Prepared Increased 5.5 11 Students	<b>Hispanic</b>  Orange 41.3 Prepared Declined 2.9 281 Students
<b>Two or More Races</b>  No Performance Color 58.3 Prepared 0 12 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 0 1 Student	<b>White</b>  No Performance Color 59 Prepared Maintained 1.8 39 Students

**Conclusions based on this data:**

1. Based on 2024 data, all students showed a rate of 43.6% prepared.
2. English Learners demonstrated very low performance on the 2024 data, with only 8.5% prepared.
3. Hispanic and Socioeconomically disadvantaged students showed prepared with 41.3% and 43.9% respectively, according to the 2024 data.



# School and Student Performance Data

## Academic Engagement Graduation Rate

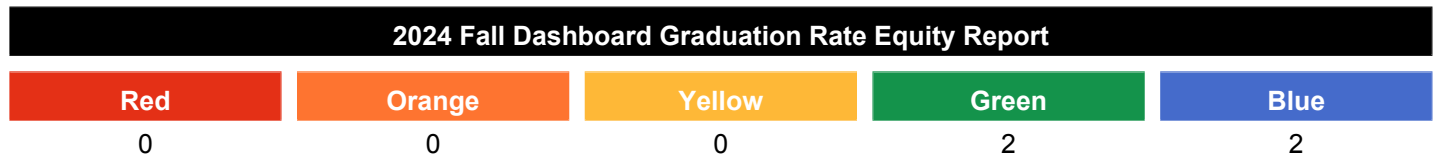
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div> Blue</div> <div>96.1% graduated</div> <div>Maintained 0.8%</div> <div>358 Students</div>	<div>English Learners</div> <div> Green</div> <div>93% graduated</div> <div>Increased 9.6%</div> <div>71 Students</div>	<div>Long-Term English Learners</div> <div> Green</div> <div>92.5% graduated</div> <div>Increased 1.8%</div> <div>53 Students</div>
<div>Foster Youth</div> <div> No Performance Color Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>88.2% graduated</div> <div>Increased 12.4%</div> <div>34 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Blue</div> <div>96.2% graduated</div> <div>Increased 1%</div> <div>346 Students</div>

<b>Students with Disabilities</b>  No Performance Color 84.4% graduated Increased 3.5% 45 Students	<b>African American</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	<b>Filipino</b>  No Performance Color 100% graduated Maintained 0% 11 Students	<b>Hispanic</b>  Blue 96.1% graduated Increased 2.1% 281 Students
<b>Two or More Races</b>  No Performance Color 100% graduated 12 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	<b>White</b>  No Performance Color 94.9% graduated Declined 5.1% 39 Students

**Conclusions based on this data:**

1. The All students graduation rate for 2024 was 96.1%, which was maintained from the previous year.
2. English Learners had a 93.0% graduation rate in 2024, an increase of 9.6% from the previous year.
3. Hispanic students had a graduation rate of 96.1% in 2024, an increase of 2.1% from the previous year.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

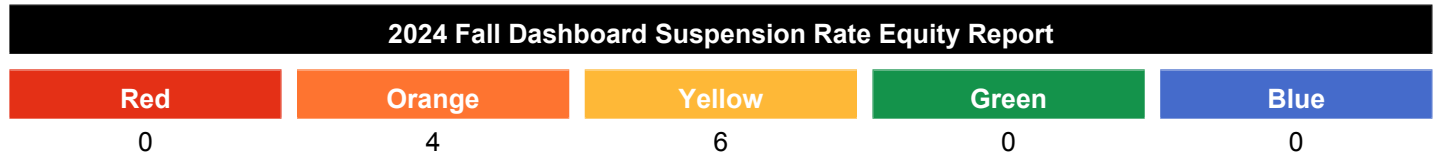
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>9.8% suspended at least one day</div> <div>Declined 3.1%</div> <div>1558 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>11% suspended at least one day</div> <div>Declined 2.1%</div> <div>310 Students</div>	<div>Long-Term English Learners</div> <div> Yellow</div> <div>10.2% suspended at least one day</div> <div>Declined 4.6%</div> <div>245 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>16.7% suspended at least one day</div> <div>Declined 50%</div> <div>12 Students</div>	<div>Homeless</div> <div> Yellow</div> <div>8.3% suspended at least one day</div> <div>Declined 8.9%</div> <div>133 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>10% suspended at least one day</div> <div>Declined 3%</div> <div>1490 Students</div>

<b>Students with Disabilities</b>  Orange 20.4% suspended at least one day Declined 0.9% 167 Students	<b>African American</b>  Orange 16.7% suspended at least one day Declined 14.9% 30 Students	<b>American Indian</b>  No Performance Color 36.4% suspended at least one day 11 Students
<b>Asian</b>  No Performance Color 0% suspended at least one day 12 Students	<b>Filipino</b>  Orange 2.4% suspended at least one day Increased 2.4% 41 Students	<b>Hispanic</b>  Yellow 10.2% suspended at least one day Declined 2.8% 1277 Students
<b>Two or More Races</b>  Orange 8.1% suspended at least one day Increased 1% 37 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	<b>White</b>  Yellow 6.1% suspended at least one day Declined 5.7% 147 Students

#### Conclusions based on this data:

1. Suspensions declined overall for all students and across the various groups by an average of 9.6%.
2. Homeless students dropped from 17.2% to 8.3%, Students with Disabilities dropped from 21.3% to 20.4%, and African American dropped from 31.6% to 16.7%, an overall decrease in suspensions across these groups compared to the previous year.
3. Our most noticeable improvement was with our Foster Youth group, with an overall decrease of 50%.

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 1 – Increased Academic Achievement

All students in the Rancho Mirage High School will meet grade level proficiency in the core academic subjects: English language arts, math, social studies and science as measured by Smarter Balanced Assessment Consortium (SBAC). In addition, the attendance goal is for all students to attend school every day and will graduate from high school prepared for college and career.

## Annual Measurable Outcomes

### Metric/Indicator







California School Dashboard -  
Academic Indicator for English  
Language Arts  
All Students (ALL)  
English Learners (EL)  
Hispanic (Hisp)  
African American (AA)  
Socioeconomically Disadvantaged  
(SED)  
Students with Disabilities (SWD)

No 2020-2021 data are available  
due to lack of CAASPP results for  
the graduation cohort in 2021.

### Expected Outcomes




St. Group	Color	DFS/Percentage	Change
All	Yellow	1.3 points above standard	Increase by 3 points
EL	Orange	90.6 points below standard	Increase by 3 points
Hisp	Yellow	4.4 points below standard	Increase by 3 points
SED	Yellow	0.4 points below standard	Increase by 3 points
SWD		113.3 points below standard	Increase by 3 points

### Actual Outcomes

St. Group	Color	DFS/Percentage	Change
All	 Yellow	0.9 points above standard	Maintained 2.7 points
EL	 Red	100.6 points below standard	Declined 7.1 points
Hisp	 Orange	8.4 points below standard	Maintained 0.9 points
AA	 No Performance Color		Less than 11 Students
SED	 Green	3.0 points above standard	Increased 6.4 points
SWD	 No Performance Color	134.5 points below standard	Declined 18.2 points

California School Dashboard -  
Academic Indicator for  
Mathematics All Students (ALL)  
English Learners (EL)  
Hispanic (Hisp)  
African American (AA)  
Socioeconomically Disadvantaged  
(SED)  
Students with Disabilities (SWD)




St. Group	Color	DFS/Percentage	Change
All	Yellow	111 points below standard	Increase by 3 points
EL	Yellow	180 points below standard	Increase by 3 points
Hisp	Orange	118 points below standard	Increase by 3 points
SED	Yellow	111 points below standard	Increase by 3 points

St. Group	Color	DFS/Percentage	Change
All	 Yellow	102.7 points below standard	Increased 11.4 points
EL	 Orange	178.7 points below standard	Increased 4.3 points
Hisp	 Yellow	111.0 points below standard	Increased 10.4 points

**Metric/Indicator****Expected Outcomes****Actual Outcomes**

No 2020-2021 data are available due to lack of CAASPP results for the graduation cohort in 2021.

SWD		195 points below standard	Increase by 3 points
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AA	 No Performance Color		Less than 11 Students
SED	 Yellow	100.2 points below standard	Increased 14.2 points
SWD	 No Performance Color	213.8 points below standard	Declined 14.9 points


California Science Test - Percent of Students Who Meet or Exceed Standard High School

California Science Test - Percent of Students Who Meet or Exceed Standard High School -16%

California Science Test - Percent of Students Who Meet or Exceed Standard High School - 17.41%

California School Dashboard – English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Orange	33 points above standard	Increase by 2%

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Yellow	38.7%	4 7.7

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate





English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate : 37.2%

























English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate : 8.9%

California School Dashboard - Graduation Rate Indicator  
All Students (ALL)  
English Learners (EL)  
Hispanic (Hisp)  
African American (AA)  
Socioeconomically Disadvantaged (SED)  
Students with Disabilities (SWD)

No 2020-2021 data are available for the graduation cohort in 2021.

St. Group	Color	DFS/Percentage	Change
All	Blue	96.3% graduated	Increase by 1%
EL	Yellow	84.3% graduated	Increase by 1%
Hisp	Green	95% graduated	Increase by 1%
SED	Blue	96.2% graduated	Increase by 1%
SWD		82% graduated	Increase by 1%

St. Group	Color	DFS/Percentage	Change
All	 Blue	96.1% graduated	Maintained 0.8%
EL	 Green	93% graduated	Increased 9.6%
Hisp	 Blue	96.1% graduated	Increased 2.1%
AA	 No Performance Color		Fewer than 11 students - data not displayed for privacy

Metric/Indicator	Expected Outcomes	Actual Outcomes																																																				
		<table><tr><td>SED</td><td> Blue</td><td>96.2% graduated</td><td>Increased 1%</td></tr><tr><td>SWD</td><td> No Performance Color</td><td>84.4% graduated</td><td>Increased 3.5%</td></tr></table>	SED	 Blue	96.2% graduated	Increased 1%	SWD	 No Performance Color	84.4% graduated	Increased 3.5%																																												
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College and Career Indicator (CCI) All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)  No 2020-2021 data are available for the graduation cohort in 2021.	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Green</td><td>46% Prepared</td><td>Increase by 2%</td></tr><tr><td>EL</td><td>Yellow</td><td>16.6% Prepared</td><td>Increase by 2%</td></tr><tr><td>Hisp</td><td>Green</td><td>46.2% Prepared</td><td>Increase by 2%</td></tr><tr><td>SED</td><td>Green</td><td>46.5% Prepared</td><td>Increase by 2%</td></tr><tr><td>SWD</td><td>Yellow</td><td>16.3% Prepared</td><td>Increase by 2%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Green	46% Prepared	Increase by 2%	EL	Yellow	16.6% Prepared	Increase by 2%	Hisp	Green	46.2% Prepared	Increase by 2%	SED	Green	46.5% Prepared	Increase by 2%	SWD	Yellow	16.3% Prepared	Increase by 2%	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td> Yellow</td><td>43.6 Prepared</td><td>Maintained 0.5</td></tr><tr><td>EL</td><td> Red</td><td>8.5 Prepared</td><td>Declined 6.1</td></tr><tr><td>Hisp</td><td> Orange</td><td>41.3 Prepared</td><td>Declined 2.9</td></tr><tr><td>AA</td><td> No Performance Color</td><td></td><td>Less than 11 Students 0</td></tr><tr><td>SED</td><td> Yellow</td><td>43.9 Prepared</td><td>Maintained 0.6</td></tr><tr><td>SWD</td><td> No Performance Color</td><td>6.7 Prepared</td><td>Declined 7.6</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	 Yellow	43.6 Prepared	Maintained 0.5	EL	 Red	8.5 Prepared	Declined 6.1	Hisp	 Orange	41.3 Prepared	Declined 2.9	AA	 No Performance Color		Less than 11 Students 0	SED	 Yellow	43.9 Prepared	Maintained 0.6	SWD	 No Performance Color	6.7 Prepared	Declined 7.6
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SWD	 No Performance Color	6.7 Prepared	Declined 7.6																																																			
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - increase of 3% English Learners (EL) -increase of 6% Hispanic (Hisp) - increase of 6% African American (AA) - increase of 3% Socioeconomically Disadvantaged (SED) - increase of 6% Students with Disabilities (SWD) - increase of 6%	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - increase of 3% English Learners (EL) -increase of 6% Hispanic (Hisp) - increase of 6% African American (AA) - increase of 3% Socioeconomically Disadvantaged (SED) - increase of 6% Students with Disabilities (SWD) - increase of 6%																																																				
Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program	Career Technical Education (CTE) Program Completion Rate	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course: increase by 5%																																																				

<b>Metric/Indicator</b>	<b>Expected Outcomes</b>	<b>Actual Outcomes</b>
required coursework with a C+ or better grade in each course	Reports completion of all CTE program required coursework with a C+ or better grade in each course: increase by 5%	
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - increase of 4% English Learners (EL) - increase of 4% Hispanic (Hisp) - increase of 4% African American (AA) - increase of 4% Socioeconomically Disadvantaged (SED) -increase 4%	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - increase of 4% English Learners (EL) - increase of 4% Hispanic (Hisp) - increase of 4% African American (AA) - increase of 4% Socioeconomically Disadvantaged (SED) -increase 4%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance maintain 100% compliance	Williams Textbook/Materials Compliance maintain 100% compliance

## Strategies/Activities for Goal 1

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
Participate in County, District and Site Level Professional Development Opportunities to increase student achievement and decrease suspension data. Effectiveness of the use of AVID strategies will be determined by an increase in graduation rate, CCI, and CAASPP scores.	Staff participated in professional development opportunities with a focus on implementing AVID strategies to support student achievement and reduce suspension rates. Effectiveness will be measured through analysis of graduation data, CCI metrics, and CAASPP scores.	AVID staff will attend the summer institute and site team conferences as required by the AVID program for staff development. The AVID conference includes training for content teacher in strategies to improve Math, ELA, Science and Social Studies. In addition,	Conference and Hotel accommodations for 4 staff members 5000-5999: Services And Other Operating Expenditures LCFF 12,186.00



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	CAASPP scores, and suspension records.	elective teachers in strategies to improve academic success and college and career readiness/planning. Funds to include travel, hotel, registration, and sub costs. Conferences and trainings may be conducted virtually as needed.  5000-5999: Services And Other Operating Expenditures LCFF 16,000	
Tutoring and credit recovery for students in the core subject areas to increase graduation rate, A-G completion rate, and number of students participating in the Advanced Placement program. Students who are homeless and students with disabilities will receive priority access to tutoring supports.	Provided tutoring and credit recovery services for students in core subject areas.	Salary and benefits for one math teacher to provide instructional and remediation support to Integrated Math II students (0.8 FTE) to increase A-G readiness. 1000-1999: Certificated Personnel Salaries Title I 120,000	80% Salary and benefits for one math teacher to provide instruction and remediation support to IMII students (0.8FTE) 1000-1999: Certificated Personnel Salaries Title I 96552
		Extra duty pay for teachers to facilitate tutoring in the Math Lab to improve student achievement in Math. Students who are homeless and students with disabilities will receive priority access to tutoring supports. 1000-1999: Certificated Personnel Salaries LCFF 8,000	Extra Duty Pay for Math Tutoring 1000-1999: Certificated Personnel Salaries LCFF 5421
		Salary and benefits for one math teacher to provide instructional and remediation support to	(0.2 FTE) salary and benefits for one math teacher 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Integrated Math II students (0.2 FTE) to increase A-G readiness. 1000-1999: Certificated Personnel Salaries LCFF 33,000	LCFF 31150
		Extra duty pay for certificated staff to facilitate Credit Recovery outside the regular school day to increase graduation rates and A-G eligibility. 1000-1999: Certificated Personnel Salaries LCFF 17,000	Extra Duty Pay for Credit Recovery outside regular school hours 1000-1999: Certificated Personnel Salaries LCFF 15,759
		Extra duty pay for teachers to provide support and increase student access to Advanced Placement courses through tutoring in the AP Scholar Lab. 1000-1999: Certificated Personnel Salaries Title I 23,318	Extra Duty pay for teachers to provide support and increase graduation rates 1000-1999: Certificated Personnel Salaries Title I 12494
Student participation in college exploration field trips and science learning field trips to engage more students in advanced coursework and post-secondary opportunities. Effectiveness of this activity will be determined by an increase in CCI and AP scores.	Increased student participation in college exploration and science-related field trips to promote engagement in advanced coursework and awareness of post-secondary pathways. Improvement in the College/Career Indicator (CCI) and Advanced Placement (AP) pass rates by the end of the academic year	Transportation and substitute costs for AVID students to participate in College Readiness field trips to encourage academic achievement. 5000-5999: Services And Other Operating Expenditures LCFF 4000	Sub pay and Avid transportation 5000-5999: Services And Other Operating Expenditures LCFF 3098
		Enrichment field trip for students in AP Environmental Science to conduct water testing	White Water Preserve Field Trip to conduct water testing experiments

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		experiments at Whitewater Preserve to increase engagement and support Advanced Placement test scores. 5000-5999: Services And Other Operating Expenditures LCFF 500	5000-5999: Services And Other Operating Expenditures LCFF 238
		Substitute costs for teachers to support RACE academy students' participation in a mechanical/history lesson at the Palm Springs Air Museum. 5000-5999: Services And Other Operating Expenditures Title I 800	5000-5999: Services And Other Operating Expenditures Title I 380
Support for Teaching Staff with curriculum, instruction, and mental health services for students.		Mathematics TOSA assigned to work with Math teachers to improve instructional practice.  0.0	
		Consulting teachers to work with new teaching staff to clear their teaching credentials  0.0	
		Science TOSAs to support implementation of NGSS.  0.0	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		ELA and Math TOSAs to support CCSS and curriculum implementation  0.0	
		Providing collaboration time on a weekly basis as built into the work schedule to support student achievement.  0.0	
		MTSS coach to work with staff in all content areas to improve lesson design (UDL) and preparation for ELL students.  0.0	
Provide Tier II support and intervention for English Language Learners to improve academic achievement and advancement on the ELPAC exam to increase ELPI.	Provided Tier II academic support and targeted intervention for English Language Learners (ELLs) to improve achievement in core content areas and increase performance on the ELPAC, supporting progress on the English Learner Progress Indicator (ELPI).	Teaching staff (salary & benefits) for English Learner support classes for the success of ELL students, increase reclassification rate, and prevent students from being classified long term ELLs. (0.8 FTE) 1000-1999: Certificated Personnel Salaries Title I 100,000	Teacher salary (0.8 FTE) 1000-1999: Certificated Personnel Salaries Title I 96553
		ELD coordinator period for certificated teacher to provide English Learner support to students and staff to increase student achievement. (0.2 FTE)	(0.2 FTE) Teacher salary and benefits to support ELL students. 1000-1999: Certificated Personnel Salaries LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1000-1999: Certificated Personnel Salaries  26,000	24138
Increased support for English Language Learners to access the curriculum in all classes through funding for Classified salary and benefits. Staff will focus on increasing student achievement on the CAASPP, ELPAC, and in core academic classes	Increase support for English Language Learners (ELLs) to access grade-level curriculum across all content areas by funding classified staff salaries and benefits.	80% Bilingual paraprofessional to support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries Title I 53,000	80% bilingual instructional paraprofessional 2000-2999: Classified Personnel Salaries Title I 50263
		80% Bilingual paraprofessional to support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries Title I 32,000	80% bilingual instructional paraprofessional salary 2000-2999: Classified Personnel Salaries Title I 30837
		Additional Library Tech hours to support student access to technology and curricular materials in the Library. 2000-2999: Classified Personnel Salaries LCFF 4,500	additional Library Media Tech II hours to support students 2000-2999: Classified Personnel Salaries LCFF 00
		20% Bilingual paraprofessional to support the success of ELL students, increases reclassification rate, and prevents	20% bilingual instructional paraprofessional salary 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries LCFF 13,500	LCFF 12566
		20% Bilingual paraprofessional to support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs. 2000-2999: Classified Personnel Salaries LCFF 8,000	20% bilingual instructional paraprofessional salary 2000-2999: Classified Personnel Salaries LCFF 7710
Provide access to increased support for academic achievement, increased access to Advanced Placement coursework, and increased literacy for students.	Increase academic support services, expand student access to Advanced Placement (AP) coursework, and implement targeted literacy interventions to support overall student achievement.	Materials and supplies to provide enrichment opportunities for upper level science students to participate in problem based learning for laboratory work to increase CAST scores. 4000-4999: Books And Supplies LCFF 8285	Purchase of cats and science supplies to support upper-level science laboratory work 4000-4999: Books And Supplies LCFF 4853
		Purchase of literary texts to increase reading, writing, and sportsmanship for athletes to assist with improvement of ELA CAASPP scores. 4000-4999: Books And Supplies Title I 1,500	Purchase of sport literature to increase student reading during school wide 10 minute reading. 4000-4999: Books And Supplies Title I 1328
		Purchase of site license for AP Statistics supplementary program website access to increase	4000-4999: Books And Supplies Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		achievement on Advanced Placement exams. 4000-4999: Books And Supplies Title I 348	0
		Funding support for site security on Saturdays to support Mock Advanced Placement exams. 2000-2999: Classified Personnel Salaries Title I 1200	2000-2999: Classified Personnel Salaries Title I 0
AVID strategies are research-based strategies that focus on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). The AVID program is focused on supporting students who may be first-generation college attendees and focuses on encouraging completion of A-G requirements. Providing students with materials and supplies to participate in the AVID program will enhance their learning experience.	Implement AVID (Advancement Via Individual Determination) strategies focused on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) to support student achievement and college readiness. Provide students with the necessary materials and supplies to fully participate in the AVID program, with a focus on supporting first-generation college-bound students and promoting completion of A-G requirements.	Materials and supplies for the AVID program including agendas for students to support students' executive functioning skills and academic achievement in meeting A-G requirements. 4000-4999: Books And Supplies LCFF 1,000	Purchase of student planner, materials, and supplies to support organization in the AVID Program 4000-4999: Books And Supplies LCFF 1416
Instructional technology to enhance learning opportunities for English Language Learners as well as students participating in a World Language to increase the number of students receiving the Seal of Biliteracy.	Integrated instructional technology to support English Language Learners (ELLs) and students enrolled in World Language courses, with the goal of enhancing language acquisition and increasing the number of students earning the Seal of Biliteracy.	Purchase of headsets for World Language and ELL classes to support students' listening and speaking skills. 4000-4999: Books And Supplies Title I 4,000	purchase of 132 headsets to support World Language and ELL classes 4000-4999: Books And Supplies Title I 3981
		Funding support for technology to enhance students' access to the	Purchase of technology to enhance learning opportunities 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		curriculum and demonstration of knowledge. 4000-4999: Books And Supplies Title I 26,671	Title I 22915

## Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Throughout the school year, the site effectively implemented key strategies to support student achievement, particularly for English Learners and students pursuing advanced coursework. Tier II interventions for English Learners were delivered through targeted small-group instruction, designated ELD support, and classroom assistance from bilingual instructional aides funded through classified salaries. College and science field trips were planned and executed, offering students exposure to post-secondary and STEM opportunities. Additionally, collaboration between support staff and classroom teachers helped integrate language development strategies into core content instruction.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
There were minor deviations from the original implementation plan due to transportation and vendor costs for field trips exceeded initial projections, requiring adjustments in the allocation of supplemental funds. Despite these challenges, core strategies were implemented with modifications, and unspent funds were reallocated midyear to support additional tutoring sessions and instructional materials.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
As a result of the implementation review and data analysis, several adjustments will be made to strengthen progress toward the goal. Providing additional professional development focused on integrated ELD strategies across all content areas. To improve access and impact, field trip planning will begin earlier in the school year.



# Annual Review and Update

**SPSA Year Reviewed: 2024-25**

## Goal 2 – Parent Engagement

All schools in PSUSD ensure that they include the four mandatory components in their parent Involvement and Participation Site Plan. These include 1) involve parents in the program; 2) create a school-parent compact with parent input; 3) build capacity for parent involvement; and 4) assure accessibility and opportunities to the school for parents. Each site also ensures that they align their site plan with the PSUSD district parent involvement plan. RMHS will provide information about our academic programs to parents and involve them more significantly in their children's academic success.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 150	Parent Participation in Stakeholder Input Processes - 23
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -increase by 4% Hispanic (Hisp) -increase by 4% African American (AA) -N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -increase by 8% Hispanic (Hisp) -increase by 9% African American (AA) -N/A
Climate of Support for Academic Learning via Panorama Family Climate Survey <ul style="list-style-type: none"> <li>All Students (ALL)</li> <li>Hispanic (Hisp)</li> <li>African American (AA)</li> </ul>	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) -increase by 4% Hispanic (Hisp) -increase by 4% African American (AA) -N/A	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) -increase by 4% Hispanic (Hisp) -increase by 5% African American (AA) -N/A
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events: increase by 4%	Number of Parent Attendees attending 1 or more site/parent center sponsored events: increase by 7%

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent Outreach Support through increasing the number of parents who attend the CABE conference. The strategies learned at this conference will be shared at SSC meetings and implemented throughout the year to engage parents in becoming more active participants in the school. Data will be collected for all parent meetings to determine effectiveness of parent participation strategies.		Increase parent involvement to the CABE conference to help recognize factors that contribute to ELL success and increase parent engagement with the school. 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 7516	Increase parent parent participation 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 4500

## Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The school will support increased parent engagement by funding and encouraging greater parent attendance at the California Association for Bilingual Education (CABE) conference. Parents will gain valuable strategies to support student learning and family-school partnerships. These strategies will be shared at School Site Council (SSC) meetings and integrated into ongoing parent engagement activities. The effectiveness of these efforts will be evaluated through data collection at all parent meetings, including attendance records and participant feedback.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Fewer parents were able to attend the CABE conference than originally planned. As a result, some of the allocated funds were reallocated to support local parent engagement workshops and materials. While the core goal of building parent capacity remained, the implementation shifted from primarily conference attendance to a combination of conference participation and school-based training sessions.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of parent participation data and feedback, the strategy for increasing parent engagement will be expanded to include more accessible, school-based workshops and virtual options

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 3 – Safe and Healthy Learning Environment













The Palm Springs Unified School District is committed to maintaining a safe and secure environment for students and staff that encourages, recognizes, and supports the development of respect, responsibility, citizenship, fairness, trust, and confidence.

All students in the Palm Springs Unified School District will be educated in a safe and drug-free learning environment.

- Provide students with peer counseling skills
- Further develop the PLUS Program by incorporating Link Crew and Peer Mediation
- Expect involvement in extra-curricular activities

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes																			
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - increase by 2%				Student Attendance Rates All Students (ALL) - increased by 2%																			
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL) 14.2% English Learner (EL) 16.3% Hispanic (Hisp) 13.5% African American (AA) 44.2 % Socioeconomically Disadvantaged (SED) 14.6% Students with Disabilities (SWD) 32.6%				Chronic Absenteeism Rates All Students (ALL) increased by 16.7% English Learner (EL) increased by 18% Hispanic (Hisp) increased by 17.1% African American (AA) decreased by 0.9% Socioeconomically Disadvantaged (SED) increased by 16.4% Students with Disabilities (SWD) increased by 8.7%																			
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	High School 4-Year Dropout Rate All Students (ALL) 0.8% English Learner (EL) 1.4% Hispanic (Hisp) 0.7% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0.6%				High School 4-Year Dropout Rate All Students (ALL) - decrease by 0.5% English Learner (EL) - decrease by 0.5% Hispanic (Hisp) - decrease by 0.4% African American (AA) - maintain at 0% Socioeconomically Disadvantaged (SED) - decrease by 0.5%																			
Suspension Rates: All Students (ALL) English Learner (EL)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td></td><td></td><td></td><td></td></tr></table>				St. Group	Color	DFS/Percentage	Change					<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td></td><td></td><td></td><td></td></tr></table>				St. Group	Color	DFS/Percentage	Change				
St. Group	Color	DFS/Percentage	Change																					
St. Group	Color	DFS/Percentage	Change																					

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	 Red	12.8% suspended at least one day	Increased 2.3	All	 Yellow	9.8% suspended at least one day	Declined 3.1%
	EL	 Orange	13.1% suspended at least one day	Declined - 0.3	EL	 Yellow	11% suspended at least one day	Declined 2.1%
	Hisp	 Red	13% suspended at least one day	Increased 1.6	Hisp	 Yellow	10.2% suspended at least one day	Declined 2.8%
	AA	 Red	31.6% suspended at least one day	Increased 22.1	AA	 Orange	16.7% suspended at least one day	Declined 14.9%
	SED	 Red	13% suspended at least one day	Increased 2.4	SED	 Yellow	10% suspended at least one day	Declined 3%
	SWD	 Red	21.3% suspended at least one day	Increased Significantly 6.6	SWD	 Orange	20.4% suspended at least one day	Declined 0.9%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - decrease by 0.05% English Learner (EL) -remain under 0.5% Hispanic (Hisp) -remain under 0.5% African American (AA) - remain under 0.5%				Expulsion Rates All Students (ALL) - decrease by 0.05% English Learner (EL) -remain under 0.5% Hispanic (Hisp) -remain under 0.5% African American (AA) - remain under 0.5%			
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) - increase by 4% English Learner (EL) -increase by 4% Hispanic (Hisp) -increase by 4% African American (AA) - increase by 4%				Panorama Survey – School Connectedness All Students (ALL) - increased by 8% English Learner (EL) -increase by 4% Hispanic (Hisp) -increase by 4% African American (AA) - increase by 4%			
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - increase by 4% English Learner (EL) - increase by 4% Hispanic (Hisp) - increase by 4% African American (AA) - increase by 4%				Panorama Survey – School Safety All Students (ALL) - increased by 8% English Learner (EL) - increased by 6% Hispanic (Hisp) - increased by 5% African American (AA) - increased by 4%			
Williams Facilities Inspection Results	Williams Facilities Inspection Results remain at 100%				Williams Facilities Inspection Results remain at 100%			

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>School Climate Programs including support for PLUS, ASB, and Link Crew. These three groups will help support students connectedness to school and sense of belonging through activities and events. Link Crew, which is part of the PLUS program, is focused on welcoming and mentoring throughout the year, the incoming 9th grade students. These programs also support student voice across campus. This work may help decrease suspension rates by improving school climate.</p>	<p>The school will supported and expand School Climate Programs by providing resources and guidance for the PLUS (Peer Leaders Uniting Students), ASB (Associated Student Body), and Link Crew programs. These student-led initiatives will work collaboratively to increase students' sense of belonging and connection to school through inclusive events, leadership opportunities, and peer mentorship. Link Crew, as a component of PLUS, will focus specifically on supporting incoming 9th grade students with yearlong mentoring and transition activities. Through these programs, students will have opportunities to express their voices and shape school culture in positive ways. These efforts aim to improve overall school climate and may contribute to a reduction in suspension rates. Effectiveness will be measured by school climate survey results, participation rates in activities, and suspension data.</p>	<p>The PLUS program to provide students with the opportunity to connect to the school environment and voice their direction regarding school climate. Materials and resources are used to support these programs. 0000: Unrestricted LCFF 4,000</p>	<p>Purchase of materials and supplies 0000: Unrestricted LCFF 3185</p>
		<p>The Link Crew program to provide students with the opportunity to connect to the school environment through activities and events. Materials, resources and consultants are used to support these programs. 0000: Unrestricted LCFF 4,000</p>	<p>Purchase of materials and supplies 0000: Unrestricted LCFF 4094</p>
<p>Campus Safety will be enhanced through the purchase and use of lanyards for student IDs. The IDs are expected to be worn by all students at all times to make</p>	<p>To improve campus safety, the school will purchase and implement the use of lanyards for all student ID cards. Students will be expected to wear their IDs at all</p>	<p>Student IDs, Lanyards and covers for identification are expected and provided at all times on the RMHS campus. Student</p>	<p>Purchase of lanyards and covers to identify 4000-4999: Books And Supplies LCFF</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
identification of students easier. Additionally, "SBAC Scholar" lanyards will be provided to recognize students for meeting or exceeding the standard on the SBAC exams.	times on campus to support quick and clear identification by staff, reduce unauthorized access, and promote a safer school environment. In addition, special "SBAC Scholar" lanyards will be distributed to students who meet or exceed standards on the SBAC assessments, recognizing academic achievement and encouraging a positive school culture. This action supports both safety and school climate by fostering accountability and celebrating success.	recognition lanyards for the "SBAC Scholars" who meet or exceed standard on one or more exam. 4000-4999: Books And Supplies LCFF 8,000.00	5244
Social Services		Mental health services, homeless and foster youth programs offered through community and district staff.  0.0	
		Student Assistance Programs, Insight, SARB, community Liasons, prevention specialists to support student needs.  0.0	
		Bullying prevention program through The Center.  0.0	

## Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

School climate strategies were implemented through a combination of student leadership programs (PLUS, ASB, and Link Crew), recognition systems (such as SBAC Scholar lanyards), and campus safety initiatives (including student ID lanyards). These programs were rolled out as planned, with student leaders organizing and facilitating events that promoted inclusivity, school spirit, and peer mentorship—particularly for incoming 9th graders through Link Crew. The SBAC Scholar lanyards served as a visible and motivating form of academic recognition, while the required use of student ID lanyards contributed to safer and more efficient campus monitoring.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While the majority of school climate strategies were implemented as planned, some adjustments were made due to budgetary and logistical constraints.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of implementation and outcomes, adjustments will be made to the strategies and metrics under the School Climate goal. Additional focus will be placed on improving student participation in school-wide events and increasing access to leadership opportunities. To support this, new student-led activities will be added, and leadership development sessions will be incorporated into the PLUS and Link Crew programs. Metrics will be expanded to include participation rates, student leadership involvement, and feedback from school climate surveys. These changes are reflected in the updated Strategies/Activities and Annual Outcomes sections under the School Climate goal in the SPSA.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

Increase Academic Achievement

### Goal Statement

All students in the Rancho Mirage High School will meet grade level proficiency in the core academic subjects: English language arts, math, social studies and science as measured by Smarter Balanced Assessment Consortium (SBAC). In addition, the attendance goal is for all students to attend school every day and will graduate from high school prepared for college and career.

### LCAP Goal

All Palm Springs Unified School District students will demonstrate mastery of grade level content and will graduate high school prepared with the academic and technical skills necessary for college and career success.

### Identified Need

Based on the annual needs assessment, identified needs in academics are:

- Low overall performance in ELA results noted by the Yellow Performance Levels for most students while subgroups result for in the Orange and Red Levels on the Fall 2024 Dashboard.
- Low overall performance in Mathematics resulted as noted by Yellow Performance Level for All students while English Learners were noted further low with Orange Performance Levels on the 2024 Fall Dashboard.
- A yellow Performance Level for English Learners was also noted on the Fall 2024 Dashboard. Indicating a need for improved services in language acquisition support and English Language Development strategy implementation.
- Local data in 2024 -2025 indicates a significant need for intervention support in both ELA and Mathematics.
- A through G rate of 61%, with only 20.9% for English Learners and 6.0% for Students with Disabilities. This indicates a need to increase access and support for college readiness through expanded academic counseling, scaffolded access to rigorous coursework, and targeted credit recovery options to ensure more students meet requirements.







## Measuring and Reporting Results



**Metric/Indicator****Baseline****Expected Outcome**

California School Dashboard -  
Academic Indicator for English  
Language Arts  
All Students (ALL)  
English Learners (EL)  
Hispanic (Hisp)  
African American (AA)  
Socioeconomically Disadvantaged  
(SED)  
Students with Disabilities (SWD)







No 2020-2021 data are available  
due to lack of CAASPP results for  
the graduation cohort in 2021.

St. Group	Color	DFS/Percentage	Change
All	 Yellow	0.9 points above standard	Maintained 2.7 points
EL	 Red	100.6 points below standard	Declined 7.1 points
Hisp	 Orange	8.4 points below standard	Maintained 0.9 points
AA	 No Performance Color		Less than 11 Students
SED	 Green	3.0 points above standard	Increased 6.4 points
SWD	 No Performance Color	134.5 points below standard	Declined 18.2 points

























St. Group	Color	DFS/Percentage	Change
All	Green	3.9 above standard	Increased 3.0
EL	Orange	97.6 Below Standard	Increased 3.0
Hisp	Yellow	5.4 Below Standard	Increased 3.0
AA	No Performance Color		
SED	Green	6.0 Above Standard	Increased 3.0
SWD	No Performance Color	131.5 Below Standard	Increased 3.0






California School Dashboard -  
Academic Indicator for  
Mathematics All Students (ALL)  
English Learners (EL)  
Hispanic (Hisp)  
African American (AA)  
Socioeconomically Disadvantaged  
(SED)  
Students with Disabilities (SWD)

No 2020-2021 data are available  
due to lack of CAASPP results for  
the graduation cohort in 2021.

St. Group	Color	DFS/Percentage	Change
All	 Yellow	102.7 points below standard	Increased 11.4 points
EL	 Orange	178.7 points below standard	Increased 4.3 points
Hisp	 Yellow	111.0 points below standard	Increased 10.4 points
AA	 No Performance Color		Less than 11 Students
SED	 Yellow	100.2 points below standard	Increased 14.2 points
SWD	 No Performance Color	213.8 points below standard	Declined 14.9 points

St. Group	Color	DFS/Percentage	Change
All	Green	99.7 Below Standard	Increased 3.0
EL	Orange	175.7 Below Standard	Increased 3.0
Hisp	Green	108.0 Below Standard	Increased 3.0
AA	No Performance Color		
SED	Green	97.2 Below Standard	Increased 3.0
SWD	No Performance Color	210.8 Below Standard	Increased 3.0

Metric/Indicator	Baseline	Expected Outcome																																																								
California Science Test - Percent of Students Who Meet or Exceed Standard High School	California Science Test - Percent of Students Who Meet or Exceed Standard High School - 17.41%	California Science Test - Percent of Students Who Meet or Exceed Standard High School - 20.41%																																																								
California School Dashboard – English Learner Progress Indicator (ELPI)	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td> Yellow</td><td>38.7%</td><td>4 7.7</td></tr></table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	 Yellow	38.7%	4 7.7	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td>Green</td><td>40.7 %</td><td>Increased by 2%</td></tr></table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	Green	40.7 %	Increased by 2%																																								
	Color	DFS/Percentage	Change																																																							
English Learner Progress Indicator	 Yellow	38.7%	4 7.7																																																							
	Color	DFS/Percentage	Change																																																							
English Learner Progress Indicator	Green	40.7 %	Increased by 2%																																																							
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate : 34.2%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate: 36.2%																																																								
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)  No 2020-2021 data are available for the graduation cohort in 2021.	<table><tr><td>St. Group</td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>All</td><td> Blue</td><td>96.1% graduated</td><td>Maintained 0.8%</td></tr><tr><td>EL</td><td> Green</td><td>93% graduated</td><td>Increased 9.6%</td></tr><tr><td>Hisp</td><td> Blue</td><td>96.1% graduated</td><td>Increased 2.1%</td></tr><tr><td>AA</td><td> No Performance Color</td><td></td><td>Fewer than 11 students - data not displayed for privacy</td></tr><tr><td>SED</td><td> Blue</td><td>96.2% graduated</td><td>Increased 1%</td></tr><tr><td>SWD</td><td> No Performance Color</td><td>84.4% graduated</td><td>Increased 3.5%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	 Blue	96.1% graduated	Maintained 0.8%	EL	 Green	93% graduated	Increased 9.6%	Hisp	 Blue	96.1% graduated	Increased 2.1%	AA	 No Performance Color		Fewer than 11 students - data not displayed for privacy	SED	 Blue	96.2% graduated	Increased 1%	SWD	 No Performance Color	84.4% graduated	Increased 3.5%	<table><tr><td>St. Group</td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>All</td><td>Blue</td><td>97% Graduate</td><td>Maintain 0.9%</td></tr><tr><td>EL</td><td>Green</td><td>94% Graduate</td><td>Maintain 1%</td></tr><tr><td>Hisp</td><td>Blue</td><td>97% Graduate</td><td>Maintain .9%</td></tr><tr><td>AA</td><td>No Performance Color</td><td></td><td></td></tr><tr><td>SED</td><td>Blue</td><td>97% Graduate</td><td>Maintain .8%</td></tr><tr><td>SWD</td><td>No Performance Color</td><td>85% Graduate</td><td>Maintain .6%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Blue	97% Graduate	Maintain 0.9%	EL	Green	94% Graduate	Maintain 1%	Hisp	Blue	97% Graduate	Maintain .9%	AA	No Performance Color			SED	Blue	97% Graduate	Maintain .8%	SWD	No Performance Color	85% Graduate	Maintain .6%
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SWD	No Performance Color	85% Graduate	Maintain .6%																																																							
College and Career Indicator (CCI) \ All Students (ALL) English Learners (EL)	<table><tr><td>St. Group</td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>All</td><td> Yellow</td><td>43.6 Prepared</td><td>Maintained 0.5</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	 Yellow	43.6 Prepared	Maintained 0.5	<table><tr><td>St. Group</td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>All</td><td>Green</td><td>45.6 Prepared</td><td>Increase 2%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Green	45.6 Prepared	Increase 2%																																								
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All	 Yellow	43.6 Prepared	Maintained 0.5																																																							
St. Group	Color	DFS/Percentage	Change																																																							
All	Green	45.6 Prepared	Increase 2%																																																							

Metric/Indicator	Baseline				Expected Outcome			
Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)  No 2020-2021 data are available for the graduation cohort in 2021.	EL	 Red	8.5 Prepared	Declined 6.1	EL	Orange	10.5 Prepared	Increase 2%
	Hisp	 Orange	41.3 Prepared	Declined 2.9	Hisp	Yellow	43.3 Prepared	Increase 2%
	AA	 No Performance Color		Less than 11 Students 0	AA	No Performance Color		
	SED	 Yellow	43.9 Prepared	Maintained 0.6	SED	Green	45.9 Prepared	Increase 2%
	SWD	 No Performance Color	6.7 Prepared	Declined 7.6	SWD	No Performance Color	8% Prepared	Increase 1.3%
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL): 49.8% English Learners (EL) 15.6% Hispanic (Hisp) 46.7% African American (AA) 50.0% Socioeconomically Disadvantaged (SED) 47.1% Students with Disabilities (SWD) 18.5%				UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - increase of 3% English Learners (EL) -increase of 6% Hispanic (Hisp) - increase of 6% African American (AA) - increase of 3% Socioeconomically Disadvantaged (SED) - increase of 6% Students with Disabilities (SWD) - increase of 6%			
Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course				Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course: increase by 5%			
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) 38% English Learners (EL) 0% Hispanic (Hisp) 40.3% African American (AA) 20% Socioeconomically Disadvantaged (SED) 38%				Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - increase of 4% English Learners (EL) - increase of 4% Hispanic (Hisp) - increase of 4% African American (AA) - increase of 4% Socioeconomically Disadvantaged (SED) -increase 4%			

Metric/Indicator	Baseline	Expected Outcome
Socioeconomically Disadvantaged (SED)		
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100% Compliance	Williams Textbook/Materials Compliance maintain 100% compliance

## Planned Strategies/Activities

### Strategy/Activity 1

Instructional Improvement Targeting Student Academic Improvement

RMHS will provide high-quality instruction in all subject areas aligned to the achievement of the state standards. Additional instructional materials will be purchased to support the curriculum and provide Tier 1 Support within the classroom. Instructional technology will also be provided to increase student access to online learning resources and digital interactions with content. Licenses for digital learning platforms will be purchased to assist in differentiating instruction and providing teachers with performance data to support instructional planning. In addition, staff attend professional development at conferences like the AVID Summer Institute or Solution Tree Trainings to enforce first instruction. This improvement strategy will be monitored through local assessment results throughout the year, as well as improvement in state testing results, including CAASPP in ELA, Math, and Science, leading to improved outcomes on the CA School Dashboard.

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

7/1/2025-  
6/30/2026

### Person(s) Responsible

Administrators,  
Counselors, and  
Teachers

**Proposed Expenditures for this Strategy/Activity**

Amount	16,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Instructional technology and supplemental instructional materials purchases.
Amount	15,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Licenses for digital learning platforms
Amount	16,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Profesional Development, Conferences, Collaboration, and travel Expenses

**Strategy/Activity 2**

MTSS - Academic Intervention Services
RMHS will provide MTSS structure that provides timely intervention to students through multiple access points during and outside the instructional day. This system will include regular progress monitoring through Professional Learning Communities during 2-1- 2 time. The improvement strategy will be monitored through local assessments with improved outcomes in state testing.

**Students to be Served by this Strategy/Activity**

<input checked="" type="checkbox"/> All
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**Timeline**

7/1/2025 - 6/30/2026
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**Person(s) Responsible**

Ed Svcs, Administrators,  
Counselors, and  
Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	150,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Salary and benefits for one math teacher to provide instructional and remediation support to Integrated Math II students 1 FTE to increase A-G readiness/ Graduation Rate.
<b>Amount</b>	8,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty pay for teachers to facilitate tutoring to improve student achievement.
<b>Amount</b>	23,318
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty pay for teachers to provide academic support
<b>Amount</b>	17,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty pay for certificated staff to facilitate Credit Recovery outside the regular school day to increase graduation rates and A-G eligibility.

### Strategy/Activity 3

Academic Enrichment

RMHS will provide opportunities for academic enrichment through elective course offerings, clubs, field trips, and academic student experiences outside of the school setting that supplement core instruction across subject areas. In addition to purchasing supplies or uniforms for these activities, this strategy supports the RMHS AVID program, field trips, and art programs, providing additional resources to improve the quality of these experiences. This improvement strategy will be monitored through local assessment results throughout the year, as well as improvement in state testing results, including CAASPP in ELA, Math, and Science, leading to improved outcomes on the CA School Dashboard.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025 -  
6/30/2026

Person(s) Responsible

Administrators,  
Counselors, and  
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7500.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Field trip costs
Amount	10013.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Timecards and/or substitue costs for collaboration
Amount	7500.00
Source	LCFF

<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials, uniforms, and supplies as needed for enrichment activities.
<b>Amount</b>	9,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies to provide enrichment opportunities science students to participate in problem based learning for laboratory work to increase CAST scores.

Strategy/Activity 4

Professional Development and Collaboration Planning

RMHS will provide professional development in evidence-based instructional strategies likely to support academic improvement for students and to improve PLC practices. Collaborative planning time for PLCs will also be offered to allow for collaboration data analysis processes; student needs identification, common instructional planning time, and intervention development. Specific planning will be used for English Learners. The improvement strategy will be monitored through improved academic outcomes on local assessments throughout the year and increased performance on state assessments.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration, Teachers, Counselors

Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	15,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries



<b>Description</b>	Timecards for additional planning within PLC's and or sub costs related to training or collaboration.
<b>Amount</b>	15,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Conferences, Training and related costs.

### Strategy/Activity 5

English Learner Supports-

Increased support for English Language Learners to access the curriculum in all classes through funding for Classified salary and benefits. Staff will focus on increasing student achievement in the CAASPP, ELPAC, and core academic classes. Provide Tier II support and intervention for English Language Learners to improve academic achievement and advancement on the ELPAC exam to increase ELPI. In addition to providing additional supplies for differential instruction. The improvement strategy will monitored through local assessment outcomes throughout the year, Improvement on ELPAC, the ELPI, and state testing.

### Students to be Served by this Strategy/Activity

X English Learner

### Timeline

7/1/2025-6/30/2026

### Person(s) Responsible

Administrators, Counselors, and Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	53,000
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries

<b>Description</b>	80% Bilingual paraprofessional to support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.
<b>Amount</b>	32,000
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	80% Bilingual paraprofessional to support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.
<b>Amount</b>	4,500
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Additional Library Tech hours to support student access to technology and curricular materials in the Library.
<b>Amount</b>	13,500
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	20% Bilingual paraprofessional to support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.
<b>Amount</b>	8,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	20% Bilingual paraprofessional to support the success of ELL students, increases reclassification rate, and prevents students as being classified long term ELLs.
<b>Amount</b>	10,000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Additional instructional and intervention materials and supplies for ELD implementation.



# Goals, Strategies, & Proposed Expenditures

## Goal 2

Increase Parent and Community Partnerships

### Goal Statement

All schools in PSUSD ensure that they include the four mandatory components in their parent Involvement and Participation Site Plan. These include 1) involve parents in the program; 2) create a school-parent compact with parent input; 3) build capacity for parent involvement; and 4) assure accessibility and opportunities to the school for parents. Each site also ensures that they align their site plan with the PSUSD district parent involvement plan. RMHS will provide information about our academic programs to parents and involve them more significantly in their children's academic success.

### LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

### Identified Need

School connectedness and family engagement continue to be areas that need to be improved. By improving family engagement, attendance rates may improve and chronic absenteeism rates may decline.  
The number of parents participating in Parent meetings remains low and is a continued area of focus for improvement.

### Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 23	Parent Participation in Stakeholder Input Processes -150
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -increase by 8% Hispanic (Hisp) -increase by 9% African American (AA) -N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -increase by 4% Hispanic (Hisp) -increase by 4% African American (AA) -N/A
Climate of Support for Academic Learning via Panorama Family Climate Survey	Climate of Support for Academic Learning via Panorama Family Climate Survey	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) -increase by 4%

Metric/Indicator	Baseline	Expected Outcome
<ul style="list-style-type: none"> <li>All Students (ALL)</li> <li>Hispanic (Hisp)</li> <li>African American (AA)</li> </ul>	All Students (ALL) -increase by 4% Hispanic (Hisp) -increase by 5% African American (AA) -N/A	Hispanic (Hisp) -increase by 4% African American (AA) -N/A
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events: increase by 7%	Number of Parent Attendees attending 1 or more site/parent center sponsored events: increase by 4%

## Planned Strategies/Activities

### Strategy/Activity 1

Onboarding of Parent Community

RMHS will provide multiple opportunities for parents to become connected with the campus through Orientations, Academic Nights, Counseling Nights, and Enrichment opportunities for families. This will help build a connection with families and increase the sense of safety on campus. This improvement activity will be monitored through educational partner feedback, increased parent attendance events, surveys, and increased communication.

### Students to be Served by this Strategy/Activity

X All

### Timeline

2025 - 2026

### Person(s) Responsible

Administration, Counselors, Teachers and Classified

### Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures

<b>Description</b>	Timecards and/or subs for parent engagement activities
<b>Amount</b>	460
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and Supplies for parent engagements, and light refreshments.

## Strategy/Activity 2

Parent Engagement
To increase motivation for support with parents and connectedness to campus, consult a speaker/consultant to discuss parenting challenges and student stresses and increase academic motivation. This improvement activity will be monitored through educational partner feedback, increased parent attendance at events, surveys, and increased communication.

## Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/> All
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## Timeline

2025-2026
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## Person(s) Responsible

Administration, MTSS, Teachers, and Counselors
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## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Consultant or speaker to help with engagement with the community and parents.

# Goals, Strategies, & Proposed Expenditures

## Goal 3

Maintain Healthy and Safe Learning Environment

### Goal Statement

The Palm Springs Unified School District is committed to maintaining a safe and secure environment for students and staff that encourages, recognizes, and supports the development of respect, responsibility, citizenship, fairness, trust, and confidence.

All students in the Palm Springs Unified School District will be educated in a safe and drug-free learning environment.

- Provide students with peer counseling skills
- Further develop the PLUS Program by incorporating Link Crew and Peer Mediation
- Expect involvement in extra-curricular activities

### LCAP Goal



















Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environments.

### Identified Need

1. Attendance increased to 91.49% as of April 25, 2025.
2. The Chronic Absenteeism rate according to the CA Dashboard is 38.7%. English Learners (43.2%) and African American students (44.2%) have especially high rates. This data shows that attendance needs to be improved.
3. The overall high school 4-year dropout rate remains low, but EL's increased to 1.4% compared to last year/ This is an area that needs to be addressed through school connectedness.
4. The 2024 Dashboard shows a suspension rate of 9.8% for All students. EL Students (11%), Students with Disabilities (20.4%), and African American (16.7%). Even though our data improved with these student groups, we will continue to decrease these suspension numbers for these groups.
5. Social Emotional Learning and Restorative Practices, RMHS will work to improve positive connections to school for students.

### Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates As of April 25, 2025, the average daily attendance rate is 91.49%	Student Attendance Rates All Students (ALL) - increase by 2%
Chronic Absenteeism Rates	Chronic Absenteeism Rates	Chronic Absenteeism Rates

Metric/Indicator	Baseline	Expected Outcome																																																								
All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All Students (ALL) 30.9% English Learner (EL) 34.3% Hispanic (Hisp) 30.6% African American (AA) 43.3 % Socioeconomically Disadvantaged (SED) 31.0% Students with Disabilities (SWD) 41.3%	All Students (ALL) decrease by 10% English Learner (EL) decrease by 10% Hispanic (Hisp) decrease by 10% African American (AA) decrease by 10% Socioeconomically Disadvantaged (SED) decrease by 10% Students with Disabilities (SWD) decrease by 10%																																																								
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	High School 4-Year Dropout Rate All Students (ALL) 0.8% English Learner (EL) 1.4% Hispanic (Hisp) 0.7% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0.6%	High School 4-Year Dropout Rate All Students (ALL) - decrease by 0.5% English Learner (EL) - decrease by 0.5% Hispanic (Hisp) - decrease by 0.4% African American (AA) - maintain at 0% Socioeconomically Disadvantaged (SED) - decrease by 0.5%																																																								
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td> Yellow</td><td>9.8% suspended at least one day</td><td>Declined 3.1%</td></tr><tr><td>EL</td><td> Yellow</td><td>11% suspended at least one day</td><td>Declined 2.1%</td></tr><tr><td>Hisp</td><td> Yellow</td><td>10.2% suspended at least one day</td><td>Declined 2.8%</td></tr><tr><td>AA</td><td> Orange</td><td>16.7% suspended at least one day</td><td>Declined 14.9%</td></tr><tr><td>SED</td><td> Yellow</td><td>10% suspended at least one day</td><td>Declined 3%</td></tr><tr><td>SWD</td><td> Orange</td><td>20.4% suspended at least one day</td><td>Declined 0.9%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	 Yellow	9.8% suspended at least one day	Declined 3.1%	EL	 Yellow	11% suspended at least one day	Declined 2.1%	Hisp	 Yellow	10.2% suspended at least one day	Declined 2.8%	AA	 Orange	16.7% suspended at least one day	Declined 14.9%	SED	 Yellow	10% suspended at least one day	Declined 3%	SWD	 Orange	20.4% suspended at least one day	Declined 0.9%	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Green</td><td>7.8% suspended at least one day</td><td>Decline by 2%</td></tr><tr><td>EL</td><td>Green</td><td>9% suspended at least one day</td><td>Decline by 2%</td></tr><tr><td>Hisp</td><td>Green</td><td>9.2% Suspended at least one day</td><td>Decline by 1%</td></tr><tr><td>AA</td><td>Yellow</td><td>14.7% suspended at least one day</td><td>Decline by 2%</td></tr><tr><td>SED</td><td>Green</td><td>9% suspended by at least one day</td><td>Decline by 1%</td></tr><tr><td>SWD</td><td>Yellow</td><td>18.4% suspended at least one day</td><td>Decline by 2%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Green	7.8% suspended at least one day	Decline by 2%	EL	Green	9% suspended at least one day	Decline by 2%	Hisp	Green	9.2% Suspended at least one day	Decline by 1%	AA	Yellow	14.7% suspended at least one day	Decline by 2%	SED	Green	9% suspended by at least one day	Decline by 1%	SWD	Yellow	18.4% suspended at least one day	Decline by 2%
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Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) -0.1% English Learner (EL) – 0% Hispanic (Hisp) -0.1% African American (AA) - 0.0%	Expulsion Rates All Students (ALL) - remain below 0.05% English Learner (EL) -remain under 0.5% Hispanic (Hisp) -remain under 0.5% African American (AA) - remain under 0.5%																																																								



Metric/Indicator	Baseline	Expected Outcome
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) 47% English Learner (EL) 37.8% Hispanic (Hisp) 47% African American (AA) 41%	Panorama Survey – School Connectedness All Students (ALL) - increase by 4% English Learner (EL) -increase by 4% Hispanic (Hisp) -increase by 4% African American (AA) - increase by 4%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) 69% English Learner (EL) 72% Hispanic (Hisp) 70% African American (AA) 67%	Panorama Survey – School Safety All Students (ALL) - increase by 4% English Learner (EL) - increase by 4% Hispanic (Hisp) - increase by 4% African American (AA) - increase by 4%
Williams Facilities Inspection Results	Williams Facilities Inspection Results 100%	Williams Facilities Inspection Results remain at 100%

## Planned Strategies/Activities

### Strategy/Activity 1

Behavioral Support:

School Climate Programs including support for PLUS, ASB, and Link Crew. These three groups will help support students connectedness to school and sense of belonging through activities and events. Link Crew, which is part of the PLUS program, is focused on welcoming and mentoring throughout the year, the incoming 9th grade students. These programs also support student voice across campus. This work may help decrease suspension rates by improving school climate.

### Students to be Served by this Strategy/Activity

X All

**Timeline**

7/1/2024 - 6/30/2025

**Person(s) Responsible**

Administrators, counselors, and activities director

**Proposed Expenditures for this Strategy/Activity**

Amount	4580.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	The PLUS program to provide students with the opportunity to connect to the school environment and voice their direction regarding school climate. Materials and resources are used to support these programs. The Link Crew program to provide students with the opportunity to connect to the school environment through activities and events. Materials, resources and consultants are used to support these programs. This improvement activity will be monitored through internal reporting for behavior rates, classroom engagement, and suspension rates throughout the year to improve outcomes for suspension rates on the CA Dashboard.

**Strategy/Activity 2**

Climate/ Culture Improvement:

RMHS will create a positive school campus environment, developing structures to create a welcoming school where all educational partners feel connected and belong. The counselors will develop An onboarding program to ensure all students feel welcome. Counselors will create a group of Scholars that earn a 3.0 GPA and will be recognized with uniform t-shirts, lanyards, and other incentives to increase their sense of belonging. The staff will look at ways to enhance the campus with the motto of STRIKE or OWN IT and look for wore visuals on campus, like windows or murals, to strengthen the sense of belonging and ownership of campus culture at RMHS. This improvement activity will be monitored through internal reporting through Attendance reports and Panorma survey results.

**Students to be Served by this Strategy/Activity**

X All

**Timeline**

7/1/2024 - 6/30/2025

**Person(s) Responsible**

Administrators,  
Counselors, and Teachers

**Proposed Expenditures for this Strategy/Activity**

Amount	15,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Student IDs, Lanyards, T-shirts, murals, and signage to increase ownership to RMHS

**Strategy/Activity 3**

Attendance  
RMHS will provide a structure to improve attendance at the school site. The school will develop an incentive system to improve student attendance with incentives for positive improvements. In addition to allowing for extra duty for staff to do home visits, parent conferences, and monitoring of student data and trends, the school will increase opportunities for enrichment field trips to further engage students with RMHS, increase their sense of belonging, and increase attendance. This improvement activity will be monitored through internal reporting for attendance rates and internal monitoring.

**Students to be Served by this Strategy/Activity**

☒ All

**Timeline**

7/1/2024-  
6/30/2025

**Person(s) Responsible**

Ed Svcs, Site Administration, Counselors, and staff

**Proposed Expenditures for this Strategy/Activity**

Amount	3000
Source	Title I
Budget Reference	4000-4999: Books And Supplies

<b>Description</b>	Incentives for positive improvements in attendance.
<b>Amount</b>	3000
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Time card for extra duty and mileage for home visits, parent conferences, and attendance monitoring.
<b>Amount</b>	10000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Fieldtrips and related costs

# Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program's goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Secondary Literacy Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in literacy for grades 6-12	12,807	LCFF
Technology Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Support students and staff with the integration of technology into instruction	6,083	Title II
College and Career Readiness Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Provide onsite professional development and coaching support for counselors, teachers, support staff, and/or administrators to increase A-G rates, college and career readiness, and social emotional learning for students in grades 6-12.	6,247	Title I
Secondary Mathematics Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in mathematics for grades 6-12	14,905	LCFF
History/Social Science Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in history/social science for grades 6-12	14,931	Title IV

<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Solution Tree Professional Learning Communities (PLC) Professional Development	July 1, 2025 - June 30, 2026	Consultants and substitutes to support the development of PLCs for teacher teams in mathematics and English language arts in grades 6-12	30,624	Title I

<b>School Goal #2: Increase Parent and Community Partnerships</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Family engagement events and classes	July 1, 2025 - June 30, 2026	Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,500	LCFF

<b>School Goal #3: Maintain Healthy and Safe Learning Environment</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Youth Mental Health First Aid Training	July 1, 2025 - June 30, 2026	Training and accompanying books and materials.	2,962	Title IV

*Note: Centralized services may include the following direct services:*

- *Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

*Centralized Services do not include administrative costs.*

# Budget Summary and Consolidation

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$320,791
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$472,371.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	314,331	0.00
Title I Part A: Parent Involvement	6,460	0.00
LCFF	151,580	0.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$314,331.00
Title I Part A: Parent Involvement	\$6,460.00

Subtotal of additional federal funds included for this school: \$320,791.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$151,580.00

Subtotal of state or local funds included for this school: \$151,580.00

Total of federal, state, and/or local funds for this school: \$472,371.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF	151,580.00
Title I	314,331.00
Title I Part A: Parent Involvement	6,460.00



## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	213,318.00
2000-2999: Classified Personnel Salaries	111,000.00
4000-4999: Books And Supplies	60,960.00
5000-5999: Services And Other Operating Expenditures	82,093.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	25,000.00
2000-2999: Classified Personnel Salaries	LCFF	26,000.00
4000-4999: Books And Supplies	LCFF	47,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	53,080.00
1000-1999: Certificated Personnel Salaries	Title I	188,318.00
2000-2999: Classified Personnel Salaries	Title I	85,000.00
4000-4999: Books And Supplies	Title I	13,000.00
5000-5999: Services And Other Operating Expenditures	Title I	28,013.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	460.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	5,000.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 3 Secondary Students

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jorge Jiménez		X			
Ana Lazarski				X	
Michelle McMullen				X	
Brian Hendra	X				
Sarah O'Campo					X
Ceasar Hernandez		X			
Taylor Sandoval		X			
Jayla Hall					X
Philip Gonzales					X
Marginia Orantes		X			
Cecilia Valdez			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.


# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/15/2025.

Attested:

	Principal, Brian Hendra on 5/15/25
	SSC Chairperson, Taylor Sandoval on 5/15/25

# Title I and LCFF Funded Program Evaluation

Goal #1:			
All students in the Rancho Mirage High School will meet grade level proficiency in the core academic subjects: English language arts, math, social studies and science as measured by Smarter Balanced Assessment Consortium (SBAC). In addition, the attendance goal is for all students to attend school every day and will graduate from high school prepared for college and career.			
<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b>  <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b>  <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b>  <i>Continue or discontinue and why?</i>
<p>Instructional Improvement Targeting Student Academic Improvement</p> <p>RMHS will provide high-quality instruction in all subject areas aligned to the achievement of the state standards. Additional instructional materials will be purchased to support the curriculum and provide Tier 1 Support within the classroom. Instructional technology will also be provided to increase student access to online learning resources and digital interactions with content. Licenses for digital learning platforms will be purchased to assist in differentiating instruction and providing teachers with performance data to support instructional planning. In addition, staff attend professional development at conferences like the AVID Summer Institute or Solution Tree Trainings to enforce first instruction. This improvement strategy will be monitored through local assessment results throughout the year, as well as improvement in state testing results, including CAASPP in ELA, Math, and Science, leading to improved outcomes on the CA School Dashboard.</p>			
<p>MTSS - Academic Intervention Services</p> <p>RMHS will provide MTSS structure that provides timely intervention to students through multiple access points during and outside the instructional day. This system will</p>			

include regular progress monitoring through Professional Learning Communities during 2-1- 2 time. The improvement strategy will be monitored through local assessments with improved outcomes in state testing.			
<p>Academic Enrichment</p> <p>RMHS will provide opportunities for academic enrichment through elective course offerings, clubs, field trips, and academic student experiences outside of the school setting that supplement core instruction across subject areas. In addition to purchasing supplies or uniforms for these activities, this strategy supports the RMHS AVID program, field trips, and art programs, providing additional resources to improve the quality of these experiences. This improvement strategy will be monitored through local assessment results throughout the year, as well as improvement in state testing results, including CAASPP in ELA, Math, and Science, leading to improved outcomes on the CA School Dashboard.</p>			
<p>Professional Development and Collaboration Planning</p> <p>RMHS will provide professional development in evidence-based instructional strategies likely to support academic improvement for students and to improve PLC practices. Collaborative planning time for PLCs will also be offered to allow for collaboration data analysis processes; student needs identification, common instructional planning time, and intervention development. Specific planning will be used for English Learners. The improvement strategy will be monitored through improved academic outcomes on local assessments throughout the year and increased performance on state assessments.</p>			
<p>English Learner Supports-</p> <p>Increased support for English Language Learners to access the curriculum in all classes through funding for Classified salary and benefits. Staff will focus on increasing student achievement in</p>			

the CAASPP, ELPAC, and core academic classes. Provide Tier II support and intervention for English Language Learners to improve academic achievement and advancement on the ELPAC exam to increase ELPI. In addition to providing additional supplies for differential instruction. The improvement strategy will be monitored through local assessment outcomes throughout the year. Improvement on ELPAC, the ELPI, and state testing.			
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## Goal #2:

All schools in PSUSD ensure that they include the four mandatory components in their parent Involvement and Participation Site Plan. These include 1) involve parents in the program; 2) create a school-parent compact with parent input; 3) build capacity for parent involvement; and 4) assure accessibility and opportunities to the school for parents. Each site also ensures that they align their site plan with the PSUSD district parent involvement plan. RMHS will provide information about our academic programs to parents and involve them more significantly in their children's academic success.

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b> <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b> <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b> <i>Continue or discontinue and why?</i>
<b>Onboarding of Parent Community</b>  RMHS will provide multiple opportunities for parents to become connected with the campus through Orientations, Academic Nights, Counseling Nights, and Enrichment opportunities for families. This will help build a connection with families and increase the sense of safety on campus. This improvement activity will be monitored through educational partner feedback, increased parent attendance events, surveys, and increased communication.			
<b>Parent Engagement</b>  To increase motivation for support with parents and connectedness to campus, consult a speaker/consultant to discuss parenting challenges and student stresses and increase academic motivation. This improvement activity will be monitored through educational partner feedback,			

increased parent attendance at events, surveys, and increased communication.			
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### Goal #3:

The Palm Springs Unified School District is committed to maintaining a safe and secure environment for students and staff that encourages, recognizes, and supports the development of respect, responsibility, citizenship, fairness, trust, and confidence.

All students in the Palm Springs Unified School District will be educated in a safe and drug-free learning environment.

- Provide students with peer counseling skills
- Further develop the PLUS Program by incorporating Link Crew and Peer Mediation
- Expect involvement in extra-curricular activities

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b> <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b> <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b> <i>Continue or discontinue and why?</i>
<p>Behavioral Support:</p> <p>School Climate Programs including support for PLUS, ASB, and Link Crew. These three groups will help support students connectedness to school and sense of belonging through activities and events. Link Crew, which is part of the PLUS program, is focused on welcoming and mentoring throughout the year, the incoming 9th grade students. These programs also support student voice across campus. This work may help decrease suspension rates by improving school climate.</p>			
<p>Climate/ Culture Improvement:</p> <p>RMHS will create a positive school campus environment, developing structures to create a welcoming school where all educational partners feel connected and belong. The counselors will develop An onboarding program to ensure all students feel welcome. Counselors will create a group of Scholars that earn a 3.0 GPA and will be recognized with uniform t-shirts, lanyards, and other incentives to increase their sense of belonging. The staff will look at ways to enhance the campus with the motto of STRIKE or OWN IT and look for wore visuals on campus, like windows or murals, to strengthen the</p>			



sense of belonging and ownership of campus culture at RMHS. This improvement activity will be monitored through internal reporting through Attendance reports and Panorama survey results.			
<p><b>Attendance</b></p> <p>RMHS will provide a structure to improve attendance at the school site. The school will develop an incentive system to improve student attendance with incentives for positive improvements. In addition to allowing for extra duty for staff to do home visits, parent conferences, and monitoring of student data and trends, the school will increase opportunities for enrichment field trips to further engage students with RMHS, increase their sense of belonging, and increase attendance. This improvement activity will be monitored through internal reporting for attendance rates and internal monitoring.</p>			

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64004 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65004, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

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For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

## Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

## Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

## Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

### Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

### Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64004(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
      - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      - b. use methods and instructional strategies that:

- i. strengthen the academic program in the school,
  - ii. increase the amount and quality of learning time, and
  - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
  - i. strategies to improve students' skills outside the academic subject areas;
  - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
  - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
  - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
  - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, its LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseininvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseininvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64004[a] as amended by Assembly Bill [AB] 716, effective January 1, 2049).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2049).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64004(a), both as amended by AB 716, effective January 1, 2049.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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